

21st Century Tools to Teach, Learn, Collaborate and Advocate for Languages



What is learning in the 21st century?

Workshop Wikispace: <http://worldlanguagestech.wikispaces.com/>

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Critical and Creative Thinking

Questioning Strategies and Products using Bloom's Taxonomy

Lower-level Thinking Skills

Knowledge (know and aware)	Comprehension (understand)	Application (use, transfer)
<u>Key words</u> <ul style="list-style-type: none"> • know • recall • name • select • tell • match • state • recite • memorize • identify • list • label • choose • define • recognize 	<u>Key words</u> <ul style="list-style-type: none"> • summarize • define • restate • rewrite • translate • describe • discuss • estimate • illustrate • give examples • extrapolate • edit • use 	<u>Key words</u> <ul style="list-style-type: none"> • apply • construct • plan • utilize • interview • model • develop • organize • construct • role-play • research • solve • classify • manipulate • outline
<u>Sample questions</u> <ul style="list-style-type: none"> • What is...? • Where is...? • How did---happen? • Can you recall? • Can you list? • Who is...? • Who were the main...? • Why did...? • How is..? • Can you list all the words for ..? • How many...? 	<u>Sample questions</u> <ul style="list-style-type: none"> • How would you describe..? • Can you explain what is happening? • How would you summarize..? • What is the main idea..? • How would you illustrate..? • Where will you use....? • Who was main character? 	<u>Sample questions</u> <ul style="list-style-type: none"> • How would you apply this.? • What examples can you find to..? • What is significant? • What questions would you ask in an interview with..? • How would you role-play? • Can you group by.? • How would you solve this?
<u>Sample products</u> <ul style="list-style-type: none"> • practice exercises • vocabulary/grammar quizzes • chart. • facts in isolation • recite a poem • label the cities • match the following... • Match the foods 	<u>Sample products</u> <ul style="list-style-type: none"> • draw pictures, comic strips, graphics etc. • define.... • summarize the.. • retell the story • describe the ... • revise, edit • give a presentation 	<u>Sample products</u> <ul style="list-style-type: none"> • roleplays • artwork • use map, guides, charts, menus, schedules, etc • make models • demonstrations • graphic organizers

Critical and Creative Thinking

Questioning Strategies and Products using Bloom's Taxonomy

Higher-level Thinking Skills

Analysis (examine,relate)	Synthesis (create, design)	Evaluation (judge)
<u>Key words</u> <ul style="list-style-type: none"> analyze relationships parts to whole categorize connect distinguish infer compare/contrast investigate diagram seeing patterns dissect/separate examine review solve 	<u>Key words</u> <ul style="list-style-type: none"> create design hypothesize invent develop compose assemble revise compose compile build generate form predict 	<u>Key words</u> <ul style="list-style-type: none"> judge evaluate critique/criticize justify appraise/assess prioritize convince support conclude defend interpret give opinion give viewpoint recommend
<u>Sample questions</u> <ul style="list-style-type: none"> What is the relationship between..? What evidence can you find..? How is ____ related to ____? How would you distinguish between..? How is this similar? What was the problem with..? 	<u>Sample questions</u> <ul style="list-style-type: none"> What if..? What might happen if you combined..? How would you create a new ..? What solutions might you suggest for..? What if...? What would happen if..? 	<u>Sample questions</u> <ul style="list-style-type: none"> How would you prioritize...? What do you recommend as the solution to the issue? What criteria would you use to assess? What do you think about..? How would you justify..? Do you believe..? What is your conclusion?
<u>Sample products</u> <ul style="list-style-type: none"> conduct survey solve the mystery. analyze a work of art examine a poem.. create a Venn diagram for ... research and compare examine pros/cons 	<u>Sample products</u> <ul style="list-style-type: none"> invent a machine design an ad devise a way to. write a new ending for.. design a new CD cover for a song create a lesson for.. 	<u>Sample products</u> <ul style="list-style-type: none"> debate an issue make a list of criteria to judge a.. write a letter advising.. write an editorial cite sources to justify your point of view rate the....

Type of question?

I. Using your Questions Chart for Bloom's Taxonomy identify at which level each question starter might be.

1. How would you show...?
2. Who were the main...?
3. What is the main idea?
4. How would you summarize...?
5. What approach would you use..?
6. What facts would you select to show...?
7. What conclusions can you draw..?
8. What ideas justify...?
9. How would you test for...?
10. Can you propose an alternative....?

II. You are in the family or social relationships unit. For class discussion today you want to ask some deeper questions. Create a/an

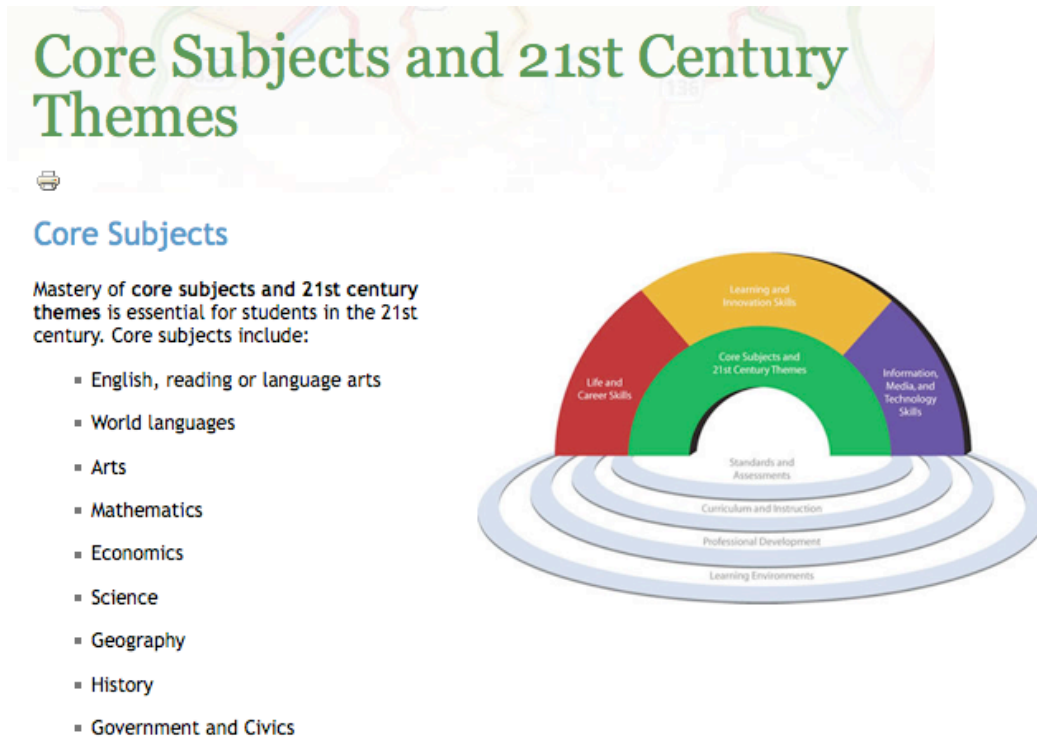
1. evaluation question
2. synthesis question
3. application question
4. analysis question
5. comprehension question
6. knowledge question

21st Century Tools

Partnership for 21st Century Skills: <http://www.21stcenturyskills.org/>

ACTFL 21st Century Skills Map Draft:

<http://actfl21stcenturyskillsmap.wikispaces.com/>



International Society for the Teaching of Technology in Education

<http://www.iste.org/>



The ISTE: National Educational Technology Standards and Performance Indicators for Students

<http://www.iste.org/>

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information.

Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

There are also standards for teachers and administrators.

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To collaborate, contribute and learn about 2.0 web tools and other 2.0 information

1. Wikispaces: www.wikispaces.com This site shows how to make and use wikispaces. There is also a search in order to look for other wikis.
2. Toni Theisen Wikispace: <http://tonitheisen.wikispaces.com/>
3. LHS French classes: <http://lhsfrenchclasses.wikispaces.com>
This wikispace shows how to use a wiki as a course management system and collaborative workspace for a French class. (Toni Theisen's French classes wikispace)
4. ACTFL 2010 Boston Theisen technology workshop: <http://actfltech2010.wikispaces.com/>

Online Resources

1. Vocaroo: <http://vocaroo.com/> Record voice messages, oral activities, etc. Embed on site, blog or e-mail it. Free.



2. Voxopop: <http://www.voxopop.com/> Create online talkgroups to answer questions share ideas.



Your ideas for these tools.

3. Voicethread: <http://voicethread.com/> Group conversations around images, documents and videos. Educational signup, too. Limited amount of free access.



Your ideas for this tool.

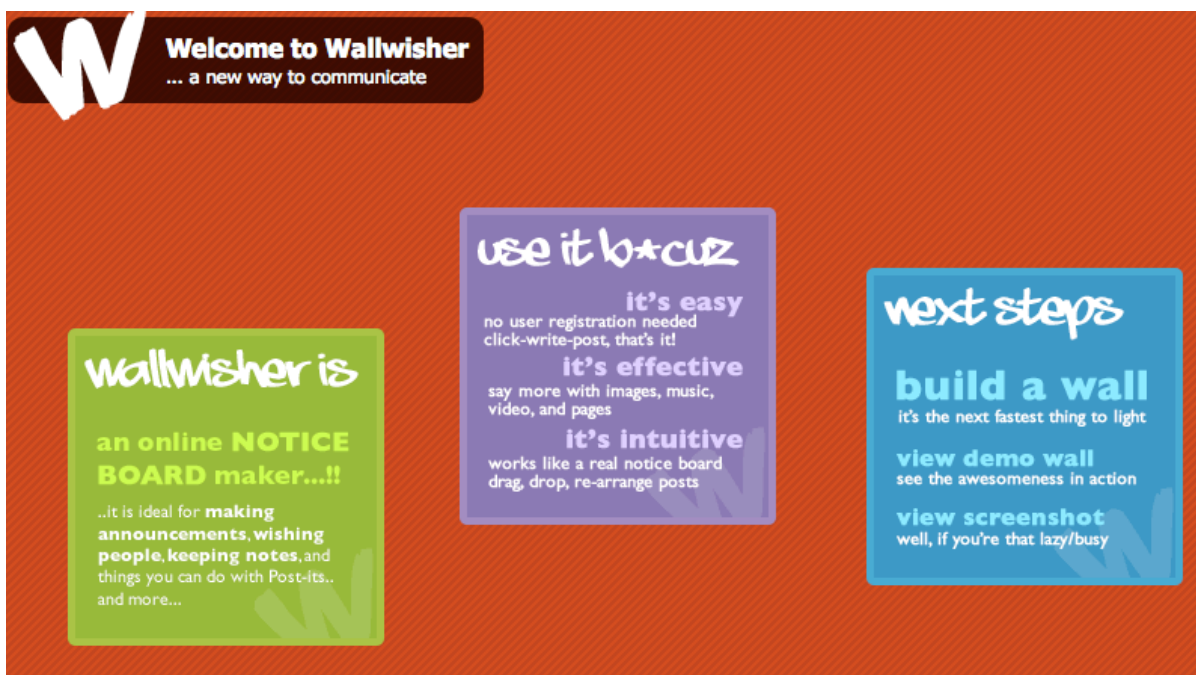
4. **Voki:** <http://www.voki.com> You can your students can be talking Avatars. Free. Other similar sites are: Blabberize: <http://blabberize.com/> and Fotobabble: <http://www.fotobabble.com/>

7. **Piclits:** www.piclits.com/ : Users pick an image from selection and then write. Use Freestyle choice in order to write in another language.



Your ideas for this tool.

8. **Wallwisher:** (<http://www.wallwisher.com>) *Wallwisher* is an online notice board maker. Discussing a new idea? Taking notes? Giving feedback? Voicing opinion? Asking questions? Wallwisher is like a digital “sticky” note wall.



9. Video sites

Video sites: for viewing and hosting

YouTube: <http://www.youtube.com/>

SchoolTube: <http://www.schooltube.com/>

TeacherTube : <http://www.teachertube.com/>

Daily Motion: <http://www.dailymotion.com/>

Vimeo: <http://www.vimeo.com/>

BlipTV: <http://blip.tv/>

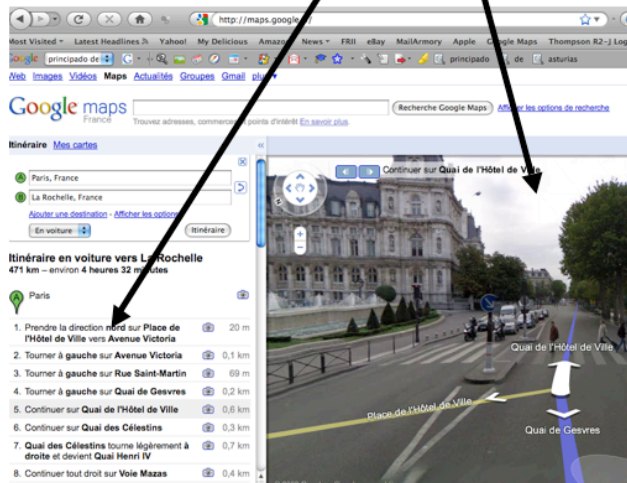
10. Google maps and directions in many languages:

**Now go to maps.google.fr (French).
Repeat the whole process.
Yes, it is all in French.
(You don't have to do just French.
You can find directions for anywhere.)**

Use Google directions in other languages.

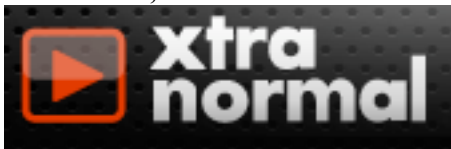
How to Slideshow:

<http://www.slideshare.net/dakar95/google-maps-1-get-directions-1840486>

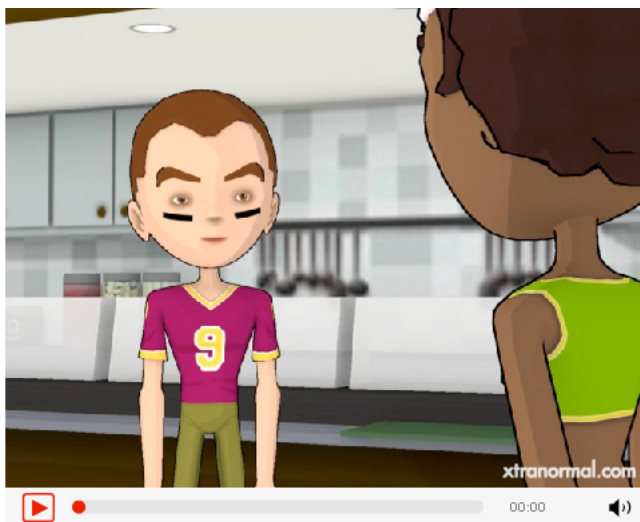


Your idea for this tool.

11. XtraNormal: (<http://www.xtranormal.com>) Text to Speech movie maker. Type text and change to speech movie making. You can also watch, share or embed other movies already made. Choose set, characters and a voice from a range of international accents.



12. Another Theisen production: Le déjeuner from Xtranormal



Your ideal for this tool.

More free tools for moving making

13. **Animoto:** (<http://animoto.com/>) Use pictures to create a story or share information. Get Animoto Education Edition: unlimited videos for you and your students. Lots like a music video. Think about “saving as” your PowerPoint to jpg and make an Animoto.



14. **Slide.com:** (<http://www.slide.com/>) Use pictures, add captions and music. Very easy to use. In fact, this is the easiest.



15. **One True Media:** (<http://www.onetruemedia.com/>) helps you turn your photos and video into slideshows and video montages for free. There is a 100 mg free upload per month.



16. **PhotoPeach:** (<http://photopeach.com/>) Create a lively and vivid way slideshow by moving your photos like a video with your choice of background music, captions on each photo.



17. **Devolver:** (<http://www.dfilm.com/live/home.html>) an easy moviemaker with characters and scenes already available. Just add text.



18. **Yodio:** (<http://www.yodio.com/>) Use Yodio to add your stories to your photos or presentations by recording to your phone and then uploading pictures.



19. **Stupeflix:** (<http://www.stupeflix.com/>) is a site that turns your pictures, videos, and text into videos. I find these one to be the most complicated.

Stupeflix

20. **Glogster:** (<http://www.glogster.com/>) a crazy mashup of pictures, videos, links, sound. Sound up for a free educational account.(<http://edu.glogster.com/>)

edu.glogster.com

A revolution in the creative expression of knowledge and skills

Polling

21. **Polleverywhere**Ⓢ (<http://www.polleverywhere.com/>) alive audience polling- uses cell phone to survey

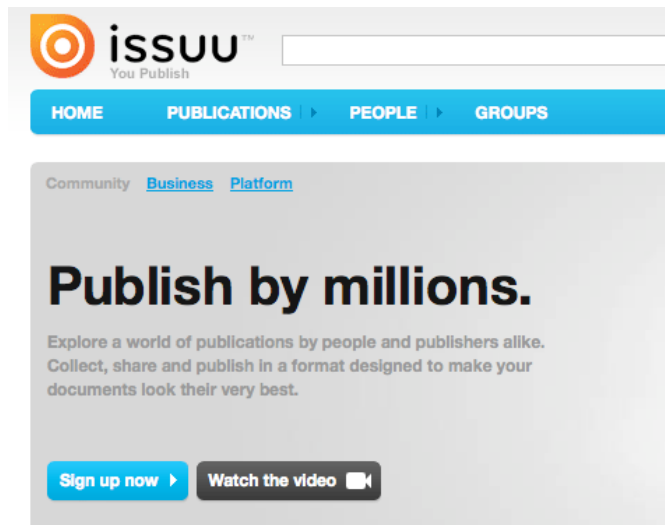


Writing books

22. **Mixbook:** (<http://www.mixbook.com/>)-Make an online book with photos for free.



23. **Issuu:**self-publish your own book. (<http://issuu.com/>)



24. **Storybird:** (<http://storybird.com/>) Create your own stories or collaborate with others using with a wonderful set of images from different artists. To includes accents-write the story in Word and then copy and paste. Students can collaborate on a story also. Can publish stories, but they are not yet allowing stories in other languages to be public. But you can invite people to read your story.
Storybird Wiki: (<http://mfl-storybirds.wikispaces.com/>) A place to share readings in other languages. Fiona Joyce has developed this wiki to share Storybird stories in foreign languages and gives advice on how to make them public.



25. **Slideshare:** (<http://www.slideshare.net/>) Upload and share your PowerPoint presentations, Word documents and Adobe PDF Portfolios on SlideShare. Share publicly or privately. Add audio to make a webinar. Also find many powerpoints useful for class.



Develop your Personal Learning Network-connect to the world to learn and share

1. ACTFL Online Community: <http://community.actfl.org/ACTFL/ACTFL/Home>
2. ACTFL Smartbrief: <http://www.smartbrief.com/actfl/>
3. Twitter: <http://twitter.com>
4. Facebook: <http://www.facebook.com>
5. Educator's PLN: <http://edupln.ning.com>
6. Diigo Bookmarks: <http://www.diigo.com>
7. Delicious Bookmarks: <http://delicious.com>
8. LinkedIn: <http://www.linkedin.com>
9. Slideshare: <http://www.slideshare.net>

Sites to find images/pictures. (Search for Creative Commons)

1. Flickr: <http://www.flickr.com/>
2. Tag Galaxy: <http://taggalaxy.de/>
3. Google Images: <http://images.google.com/>
4. MFL Image Bank: <http://www.ltscotland.org.uk/mfle/resources/imagebank/index.asp>

Advice for using these sites with students

1. To protect students I register for sites. Most sites have multiple signins. **But many sites now have an educator's section offering more protection.**
2. For login I use my school email. I also created another gmail account because some sites send out verification of email checks and the school district often has this function blocked.
3. My user name is usually MmeT or mmetheisen
4. My password is always something I never use for any other site.
5. When students put their names on activities they never use their whole or real name. I usually have them use their French name, first letter of last name and the period number: SophieW3
6. When I use the above sites the students' identities are safe. I can monitor and assess their work.

Where can I found this presentation information?

- a. Go to: <http://actfltech2010.wikispaces.com/>
- b. Linked also on this site <http://tonitheisen.wikispaces.com> On home page click on Toni Theisen Conferences and Presentations Link or look at the menu on the left and click on presentations
- c. On these sites I will post:
 1. the handout
 2. links to more sites and examples of many of these tools
 3. a series of "**how to**" sheets that explain step by step how to use the sites from this presentation. Useful to give to students.
 4. Take a big first step and just let students create. You don't need to have it totally in control. They know these tools better than we do. Enjoy.

How to make a Wikispaces

1. Go to: <http://www.wikispaces.com/>

Pick a username you will remember. I use my last name first initial:theisent.
Set your password. Maybe something you already use.
No one will see it.

Join Now!

1. Pick a username

2. Set your password

3. Enter your email address

We don't spam or share your email address.

4. Space name (optional)
 .wikispaces.com

[Terms of Use](#)

Enter an e-mail address.
Then go to your e-mail to confirm membership.

2. At the top of the page click on: **Make a new space**

Welcome to Wikispaces

Wikispaces lets you create simple web pages that groups, friends, and families can edit together. Feel free to look around, [make a new space](#), [get help](#), or [contact us](#) if you have any questions. We've also got [a series of brief tours](#) on how to get the most out of Wikispaces.

3. Here you will see this form. Think of a name such as :pappasgreek or kourisgrade3. Make it something easy for you, students and parents. Click on : **Protected**. This means only invited members can edit the space. Click: **Create**.

Now you have a wikispaces. Let's decorate.

Make a New Space Now

1. Space Name
 http:// .wikispaces.com
Choose a name between 3 and 32 characters long.

2. Space Visibility

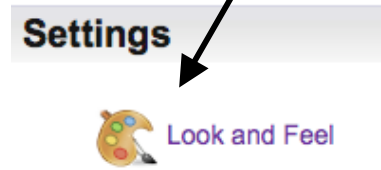
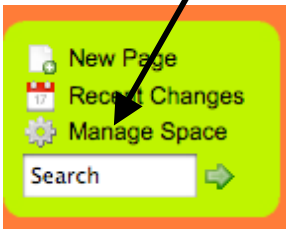
☐ Public (free)
Everyone can view and edit your pages

☒ Protected (free)
Everyone can view pages, only space members can edit them

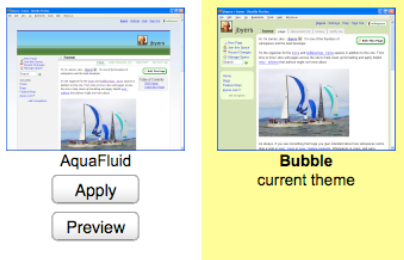
☐ Private (30 days free, then \$5/month)
Only space members can view and edit pages

[Terms of Use](#)

4. Now click on :Manage Space (on the left side) Click on: Look and Feel.

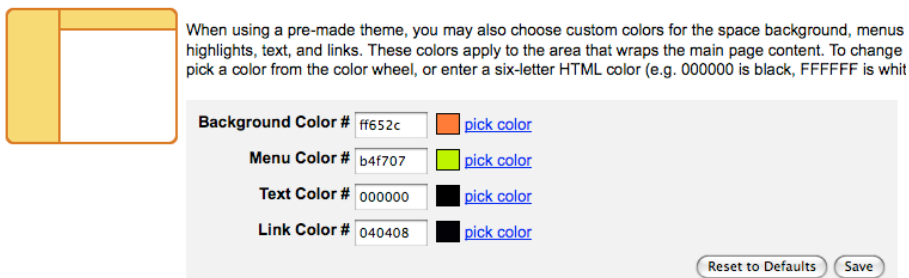


5. Go to Themes and click on **Bubble Theme**
Pre-Made Themes

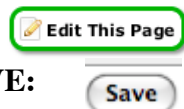


6. Click on: Look and Feel again, this time to change colors of your wikispace. Remember to **SAVE**.

Colors



7. Now to work. Click on: **Edit this page**.



8. **Type something and hit SAVE:**

9. To add word documents, PDF's and MP3 podcasts or images/pictures, click "Edit This Page" then click on the tree, then upload.

10. To add a link do the same, but click on link icon:
Copy URL and paste into "External Link space".

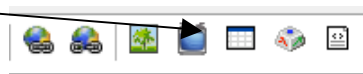


11. To embed a video (from Youtube or teachertube, etc. copy the embedding code of the video and then click on the TV.

Then scroll down to

12. You can go to

tours, which will show you how to create new pages as wiki pages and use the navigation bar.



"other HTML". Paste in embedding code and save.

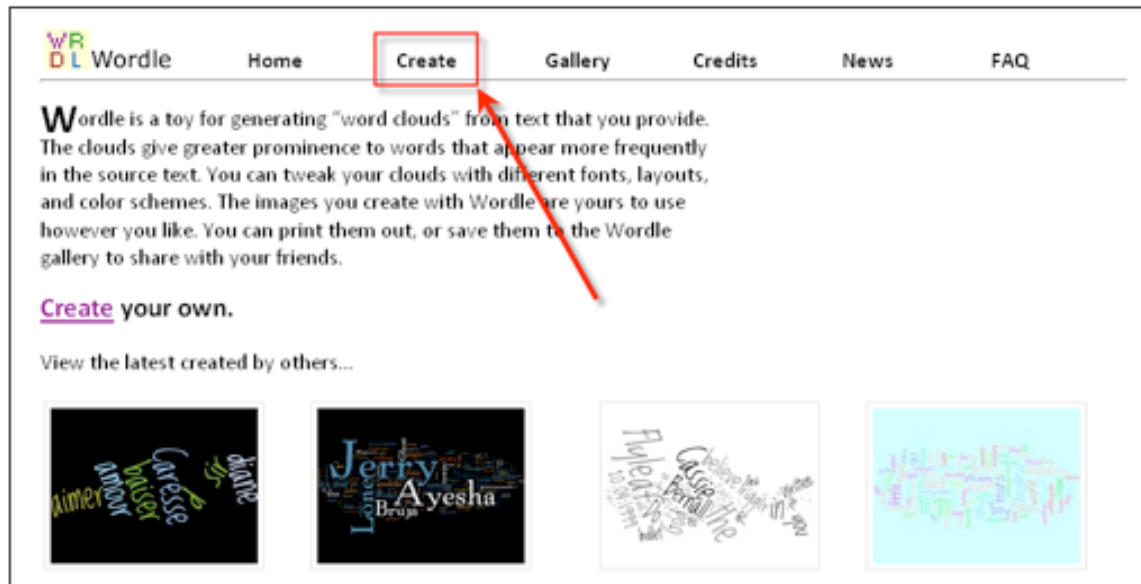
<http://www.wikispaces.com/> and click on the

How to make a Wordle- <http://www.wordle.net>

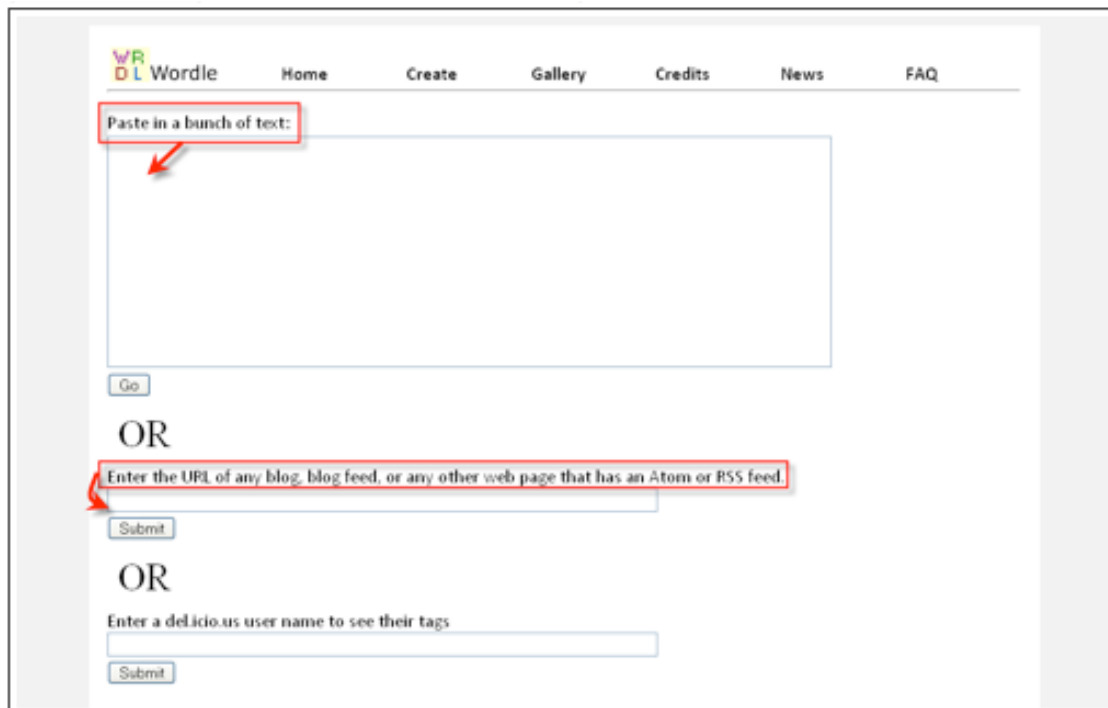
Go to: <http://www.wordle.net>

Click on: “Create” to start you own Word Cloud

Click on “Create” to start you own Word Cloud.



You can directly type in keywords into the text box in Wordle or create a file in a Word document. You then can copy and paste your keyword list into the text box when you have it complete and refer back to it, when you want to edit the list.



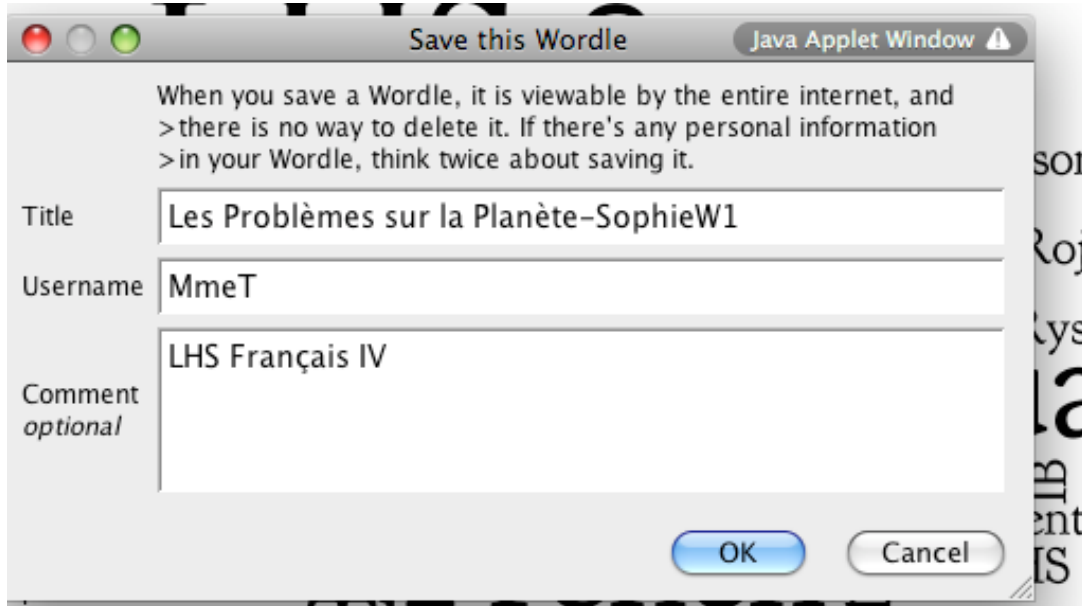
In order to treat two words as one keyword in your word cloud, use the tilde character ~ between the words that go together. The tilde will be converted to a space when drawing the words.

Once you have created a Word Cloud, play with the layout, color, etc.

Once you have created a Word Cloud:

SAVE LIKE THIS INTO THE GALLERY

TITLE: Name it according to task. Sample below



Save this Wordle Java Applet Window

When you save a Wordle, it is viewable by the entire internet, and
>there is no way to delete it. If there's any personal information
>in your Wordle, think twice about saving it.

Title: Les Problèmes sur la Planète-SophieW1

Username: MmeT

Comment optional: LHS Français IV

OK Cancel

Finally

* Print – print to paper *Embed in blog, wiki, etc. *link, *take screenshot and save as image.

One of my Wordles-Hotels en France-le vocabulaire



tonitheisen09

How to Make a Voki.

Now you and your students can be Avatars!!

1. Go to <http://www.voki.com/>
2. Register: Use your school address or an address that is not personal. For example, create a gmail account.
3. Create a password that you do not use for any personal accounts. For example, I use: frenchclasses.
(now students can use this information to login and create a Voki under your name for privacy concerns. Also you can monitor the content that the students add and delete those that do not follow rules.)
4. Check your email in order to confirm registration.
5. Login and:
6. Click on : **“Create a new Voki”**.
7. Click on: :Customize your character” and **Play**.



8. Click on **“DONE”** when you have your character.



9. Click on **“Backgrounds”**.

You can even **“Upload”** your own.



10. Click on **“DONE”** when you have your character.



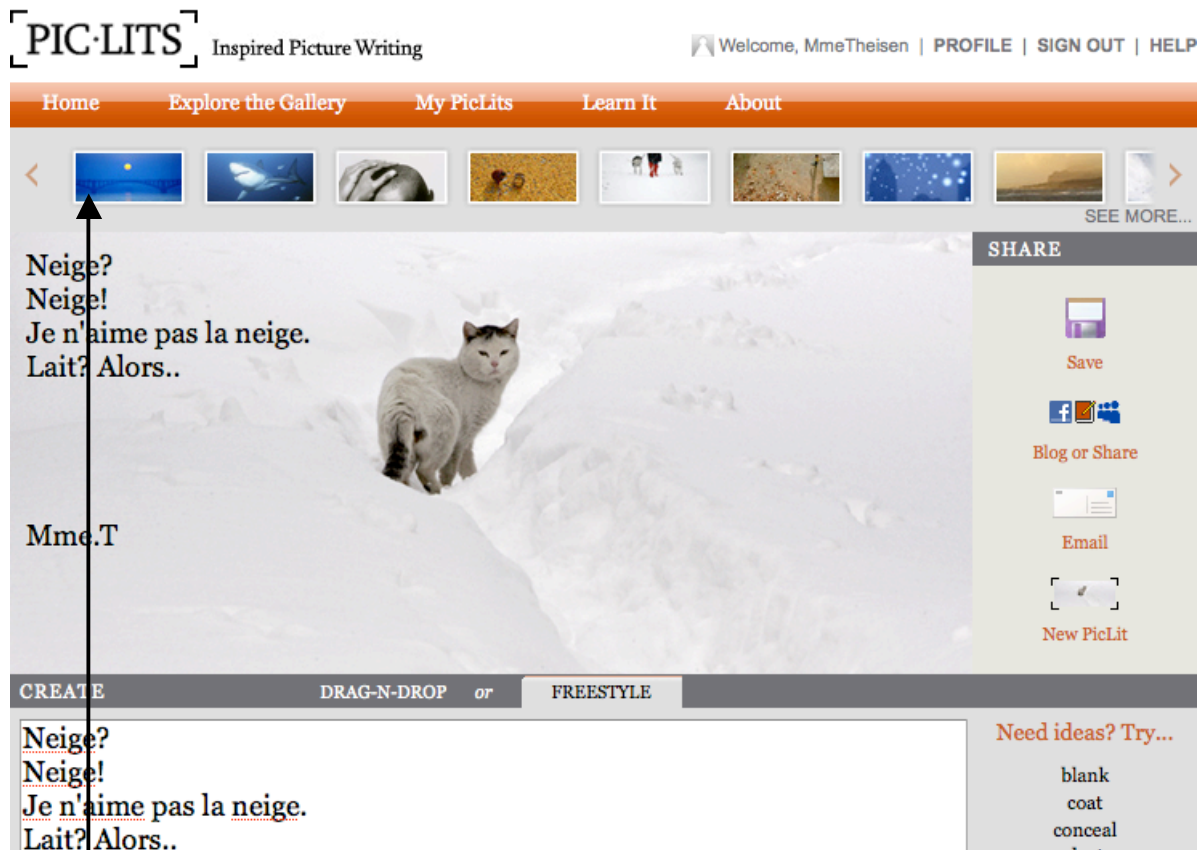
11. Click on **“Give it a Voice”**. Add your own voice via phone, microphone, text to speech or upload a file. After deciding on what format, click on **“record”**. Click on **“Save”** when done.



12. Save it and give your Voki Avatar a title. Share it by embedding on a blog or Wiki or provide a link. Bravo. You have succeeded!! Remember to let students have fun, too.

How to make a PicLits <http://www.piclits.com/>

Example



signup:
Create a
login using
your school
address
password:
Create a
password
that you do
not use
other
places (I
use:

frenchclasses)

This site allows multiple sign in activity.

1. Click on a picture.
2. Click on Freestyle.
3. Students write poem, description, song, etc. (Whatever your assignment is)
4. Have students sign work-I use : French name, initial of last name and period number:
SophieW1
5. Click and save. Logout.

You can now see all the student's work by clicking on "MyPics". This way you can monitor the activity and the products. You can link/embed them in blogs, websites, etc.

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Notes/ info/ etc.	Comments/observation	Ideas-how I might use it

